DOCUMENT RESUME

ED 144 642 JC 770 453

AUTHOR Mitchell, Charlie
TITLE The Community College Human Development Curriculum: It's Purpose and Scope.
PUB DATE [76]
NOTE 23p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Exploration; Community Colleges; Counselor Role; *Human Development; Individual Development; *Junior Colleges; Junior College Students; National Surveys; *Personal Growth; Personality Development; Personal Values; *Program Descriptions; Self Actualization; *Student Personnel Programs; Student Personnel Services
IDENTIFIERS *Arizona

ABSTRACT

This paper discusses the need for Human Development curriculum in the community college system, and describes both the national and state (Arizona) trends in this direction. It includes short descriptions of all human development course offerings in Arizona community colleges in 1975-76. The scope of Human Development curriculum nationwide is described by summarizing the findings of a 1972 survey by Creamer, Pennington, Morgan, and Weston. Questions are raised regarding how courses are funded, the amount and kind of credit given, who administers the program, the proliferation of courses, the future direction for growth, and the evaluation of human development courses. (Author/RT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144642

THE COMMUNITY COLLEGE HUMAN DEVELOPMENT CURRICULUM: IT'S PURPOSE AND SCOPE

By

Charlie Mitchell

INTRODUCTION

This paper documents why there is a need for a Human Development Curriculum in the community college system and describes both the national and state trends in this direction. The paper alsc includes a complete list of Human Development course offerings by community colleges in Arizona, and reports the results of a national survey which indicates that Arizona is on the right track. Several related issues are presented and four pointed questbns raised.

WHY A HUMAN DEVELOPMENT CURRICULUM

The primary objective of college counseling and guidance services is to help students get the most out of their college experience. The counseling and guidance services assist students in making decisions regarding career choice, curriculum, and other academic and personal decisions which make their coursework meaningful and relevant to their unique individual needs and goals. Counseling increases the likelyhood of college survival, decreases the likelyhood of withdrawal, and increases the likelyhood that they will benefit from and have positive feelings about college (Kaye, 1972, p. 161). In short, insuring that the proverbial "open door" does not become a "revolving door" (Cross, 1971, p. 90).

JC 770 453

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Charlie Mitchell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The tremendous influx in numbers and variety of students attending the community college in the last decade, make the counseling and guidance services, delivered through the Human Development Curriculum, an extreemly important part of the educational process, and is the primary focus of this paper.

"Human Development is a patterned, orderly, lifelong process leading to growth or self-determination and self-direction which results in more effective behavior" (O'Banion, 1975, p. 334). The Human Development Curriculum affirms the philosophical prospective that in the community college, cognitive mastery of knowledge can be integrated with the social development of students. The following areas are of great importance: cultural awareness, development of a value system, self-awareness, interpersonal skills, and community responsibility. Self-direction and self-determination can be best facilitated when both cognitive and social development are considered essential to the educational process.

The philosophy of the community college since World War II has changed from the Junior College concept, a middle insufficient academic school, to a comprehensive institution providing quality education to all people in a particular community. The flexibility of the community college allows it to respond to the needs of a particular community by developing innovative programs to meet those needs. The open-door policy of the community college has allowed everyone an education regardless of their previous experience and the low cost of this education has furthered that goal (Raines, 1965, p. 2).

In addition to the open door policy most community colleges have statements of purpose which reflect as interest in individual student needs and student development. Mesa and Pima community college catalogs make rather typical statements of such purposes and are exemplified by the following: "A belief in the intrinsic worth of the individual and his needs," and "A basic concern for the unique character and needs of each students," (Mesa, 1976, p. 4). "Education should be signed as a continuous process which develops man's awareness of himself and his environment...the college encourages all participants to make free, intellectual, and responsible choices from a wide range of alternatives (Pima, 1974, p. 9). At the same time colleges espouse this philosophy they hire counselors with specialized skills in these areas at the ratio of approximately one counselor per one thousand students. It is obvious to the writer that in order to accomplish these objectives colleges must offer some form of group guidance, i.e., a human development program.

James McHolland, Director of the Human Potential Project at Kendall College, examined some of the characteristics and needs that students have in common (McHolland, 1972, p. 120). They are as follows: (1) Most college students struggle with the identity question of "Who am I?", (2) Parents influence a student's feelings about himself and the way he views the world. (3) Many students have great difficulty in making decisions. (4) Problem solving is a source of frustration and consternation for many students. (5) Today's student often lacks personal involvment and a sense of direction.

(6) The lack of depth in human involvment may also be the results of a failure of identity. (7) Today's student is a product of a fact-centered, rote memory learning emphasis. (8) Students need both a sense of freedom and a sense of limits. (9) The college student may lack an expectancy for the future (Creamer, Pennington Morgan, Wesson, 1972, p. 120).

The Human Development Curriculum emerged out of the community colleges' desire to meet individual student needs, fulfilling the expressed objectives of the college, and the counseling services. The typical Human Development Curriculum is developed by the counseling and student personnel division and administered by the Dean of Students. Medsker agrees with that approach and recommends that "there be a plan for close coordination between those who perform student personnel services and those who teach, so that the instructional program and the student development program are strengthened by each other.

HISTORY OF THE HUMAN DEVELOPMENT CURRICULUM

The movement toward a human development curriculum is a rather recent development in education starting during the 1950's and blossoming fully during the mid 1960's. In 1954 Hardee made a survey of 93 colleges and universities known to have programs of general education. He discovered that one-half of the colleges and universities polled offered credit courses in the personal-social adjustment of students. Of that group the majority of respondents reported coordination between their personal-social adjustment courses and student personnel services (Hardee,1955, p. 128).

These courses were taught in many departments as reflected by an article in 1959 titled "The Freshman Psychology Course As the Basis For a Student Personnel Program" (Glanz, 1959, pp. 290-295).

Only seven respondents of Hardee's survey reported that counselors were teaching personal and social adjustment courses (Hardee, 1955, p. 132). A small number of respondents reported that human development courses were an integral part of the student personnel service program (Hardee, 1955, p. 134). The major change is not so much in course content as it is in who teaches and administrators the courses and the instructional methods used.

In November of 1966 Privette and Merril published an article in the Personnel and Guidance Journal titled "A Humanistic and Experiential Approach to Personal Development" (Privette and Merrill, 1966, pp. 267-271). This article seemed to reflect the zietgeist among colleges and universities. During the same year Tom Garneski, Elwin Kelly, and Emil Kass were instrumental in starting a Human Development Curriculum at Phoenix College, the first community college in the state of Arizona to offer a course primarily designed to facilitate personal growth (Kass, 1976). In the fall of 1965 Kass, Garneski, and Kelly brainstormed the possibility of offering a course in which individuals appraised themselves and used the information to make curricular and career choices. In the spring of 1966 their plans took the form of Ed 99, Educational and Vocational Planning, a non-credit, non-transferrable course. There were two sections of Ed 99 with about 10 students per section. This course was taught for

four years using primarily a "Williamson" approach. Test results served as the primary content for group discussion. Other topics of discussion included study techniques, time managment, transcript evaluation, and academic planning.

During the period 1968-70 Emil Kass, Virginia Noble, and Tobby Tobiason were in graduate school together at ASU and began to apply some of the group techniques they were studying to the group classes they were teaching at Phoenix College. The three had excellent results and were asked to present a paper at the American Personnel and Guidance Association's annual convention in Chicago in 1970.

At Mesa Community College, another campus of the Maricopa County Community College District, in the spring of 1970, Charlie Mitchell began to run non-credit growth groups through the counseling center. During that same spring Bill Young and Charlie Mitchell, counselors at Mesa Community College, consulted the Phoenix College counselors and structured two courses, Personal Resources Assessment, and Personal Resources Development. Both Mesa Community College and Phoenix College offered these courses in the fall of 1971 (Young, 1976).

Virginia Noble at Phoenix College became interested in the special needs of women and in 1972 offered a course titled Personal Resources Development for Women (Kass, 1976). Carolyn Desjardins, now a counselor at Mesa Community College, was Dean of Women at Phoenix College during the year that Virginia Noble was establishing Personal Resources Development for Women course. Upon her arrival at Mesa Community College, Desjardins established two new courses, New Horizons for Women and Assertive Training.

Since 1973 many courses have been established on a Maricopa County Community College District basis involving thousands of students. Emil Kass, Tobby Tobiason, Virginia Noble, Tom Dugan, Charlie Mitchell, Bill Young, and Carolyn Desjardins provided the leadership in creating a now full blown Human Development Curriculum.

The history of the Human Development Curriculum at Pima College is spelled out in a memo from Dr. Ernest Oppenheimer tc the Deans and division counselors at that school (Oppenheimer, 1976).

> In the fall of 1973 the President directed the Dean of Students, Director of SDF and two SDF members to visit four community colleges and then attend a conference on personal development programs in community colleges. The group returned enthused about what they learned-FDPs were being developed in over 200 community colleges and the faculty involved consistently expressed their feeling that the courses provided a method for meeting the general goals of counseling for a far larger population of students than had previously been reached by individual counseling sessions. There was also a growing body of research providing evidence that personal development courses positively affected such variables as students' self-esteem, motivation for school, employability, and maturity.
>
> At the reorganization of SDF, reassigning the bulk of the counselors to the Divisions, the Dean of Students approved the President's wish that SDF be given the responsibility for designing and implementing a PDP Program. A proposal was presented to the administration in the Spring of 1974. The PDP Program received a boost during the Summer of '74 when four faculty members attended a month long Danforth Foundation Conference on the Liberal Arts and returned with a proposal that was very similar to the one SDF prepared. During the Fall of '74 while the first pilot courses were being offered, nine faculty members attended a seminar offered through Pima's Professional Development Program designed to have interested faculty experience what it is like to be students in a PDP course and develop their own PDP modules.

HUMAN DEVELOPMENT COURSE OFFERINGS IN ARIZONA

With the exception of Pima College, the community colleges in the state followed the curricular offerings and instructional design developed in the Maricopa County Community College District. A complete list of the course offerings in the state of Arizona is as follows:

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

00100 Personal Resources Assessment 1 to 3 credits 1 to 3 periods

Designed to assist students to develop awareness of personal strengths and resources for effective decision-making. Educational and vocational interests are explored and career possibilities are discussed. Vocational testing, goal-setting, curriculum planning, and communication skills are carried out in informal small group sessions.

C0101 Personal Resources Department 1 to 3 credits 1 to 3 periods

An opportunity for further development of self-growth and awareness through group interaction. The group will experiment and experience new modes of personal problem-solving. Individuals will attempt to incorporate what they have learned into their day-to-day experiences.

C0102 Special Topics 1 to 3 credits 1 to 3 periods

Counseling course designed to accomodate special topics for students. Emphasis is on improving skills in personal or interpersonal areas for development. Special topics include:

(AA) Career Exploration - Designed to assist the student in making a career choice. Attention is given to self-awareness, decision-making skills, educational awareness, understanding of work opportunities and sense of career direction. Some of the activities include occupational testing,self-assessment of interest attitudes, skills, abilities and values: all related to career choice.

(AB) Securing A Job - Designed to assist the individual gain confidence necessary to abtain, maintain, and/or improve

employment opportunities. Emphasis is given to methods of approaching others and working with them to enhance one's own employment status.

(AC) Exploration of Values - Designed to explore values as a guideline to direction in life. Emphasis is given to value definition and the process of valuing. Group discussion and individual attention is used to clarify the valuing process.

(AD) Eliminating Self-Defeating Behavior - Designed to help the individual change behaviors that when practiced work against him; i.e., "putting a foot in one's mouth," inferior feelings, under-achievement, shyness, nervousness, stage fright, etc.

(AE) Designed to help students identify personaland inter-personal rights, overcome blocks to acting assertively, and develop effective verbal and non-verbal assertive behavior. Group discussion, role playing, and video tape feedback will enable students to express feelings, beliefs, and opinions in a direct, appropriate manner.

Assertive Training

(AF) Self-Assessment with Tests- Student interests and strengths are assessed with standardized tests. Personal and vocational interest inventories, aptitude, and achievement tests are administered and interpreted to enable the student to better understand his potential.

(AG) Human Sexuality - Enables students to view their own sexuality as a normal aspect of personal development. Masculine and feminine differences and/or conflicts in social roles, emotions, and physical development are examined via counseling methods.

CO 103 Special Groups 1 to 3 credits 1 to 3 periods

Counseling courses designed to meet the needs of special groups of students. Emphasis is on increasing the students confidence and potential. Special groups would include:

(AA) New Horizons for Women - Encompasses the psychological, emotional, vocational, and educational aspects of the problems and opportunities which women are encountering in their changing roles in modern society. This course is primarily to help the woman who is resuming educational and/or career plans, but all women, exploring their own potential, could benefit.

(AB) Personal Development for Veterans, Chicanos, Blacks, Native Americans - these are five separate courses designed to assist students develop an awareness of their own being and personal strengths to enhance personal-social, vocat nal, and educational decisions. Special emphasis is given to problems encountered on campus as a racial group.

(AF) Personal Development for High School Dropouts - Provides an opportunity for those not finishing high school to reassess personal strengths, vocational and educational plans.

(AG) Personal Development for Allied Health Students - Offered for individual groups of students in allied health programs; i.e., nursing, dental hygiene, respitatory therapy, radiology technician, surgical technician, etc. Small group interaction enables the student to better understand himself and others in the program in terms of the program's demands on personal strengths and time.

(AH) Personal Development for Senior Citizens - Provides an opportunity for senior citizens to assess their potential by returning to campus life. Special emphasis is given to the concerns of the elderly and ways to continue the development self worth for themselves and their peers.

(AI) Male-Female Communication - Designed to improve communication between men and women who are dating, engaged, or married. Counseling techniques are used to facilitate communication between the sexes in regard to physical, sexual, emotional and social differences.

(AJ) Marriage Enrichment - Provides an opportunity for married couples to reasses the strengths of their relationship. Emphasis is given to ways in whcih the marriage can continue to meet the needs of both partners, mutually and as separate individuals.

(AK) Creative Parenthood - Provides an opportunity for parents and youth to improve their lines of communication. The inherent differences between being a parent or a chiod are reviewed and an emphasis is given to ways of facilitating communication between the two different age groups.

(AL) Single Again - Provides an opportunity for adults who are recently separated, divorced or widowed to assess their position in life and redevelop the self confidence necessary to maximize their potential.

COCHISE COLLEGE (Cochise College, 1975-76, p. 62)

Group Dynamics - 1 Unit. First semester freshmen meet in groups of not more than twelve, one hour per week to develop self-understanding through group interaction and testing under the direction of a member of the counseling staff.

EASTERN ARIZONA COLLEGE (Eastern Arizona College 1975-76, p. 108)

Small Group Discussion - First semester freshmen meet in small groups one hour per week to discuss common problems with a counselor.

Small Group Discussion II - 1 unit. Open to all students who wish to meet, in groups on not more than twelve, one hour per week to discuss common problems with a counselor.

Leadership Techniques - 1 unit. Acquaints students with the techniques and mechanics of group leadership; emphasizes understanding and utilization of parliamentary procedures. May be repeated for credit.

YAVAPAI COLLEGE (Yavapai College, 1975-76, p. 178)

Self and Career Exploration - 1 unit. These courses are designed to assist students to develop an awareness of personal resources which will assist in effective decision making. Educational and vocational interests will be explored and career possibilities considered. Course objectives will be achieved through small group sessions. Recommended for all freshmen students.

Student Leadership Practicum I - 1 unit. Students interested in student government, college committee work and student activities planning are provided with a series oflearning experiences under the supervision

of a student services staff member.

Student Leadership Practicum II - 1 unit. Students continue with projects and skills from counseling 120. Group decision making is emphasized, and the impact of the individuals decision upon the group is studied. Greater individual self awareness is sought.

MOHAVE COMMUNITY COLLEGE (Mohave Community College, 1974-75, p. 106)

Personal Resources Assessment - 1 unit. Designed to assist students to develop an awareness of personal strengths and resources so that effective decision making will be enhanced. Educational and vocational interests are explored and career possibilities considered. Course objectives will be achieved through small group sessions. Recommended for all freshmen students.

Student Leadership Practicum - 1 unit. Students interested in student government, college committee work and student activities planning are provided with a series of learning experiences under the supervision of a student services staff member.

Special Project - 3 units. Under the supervision of the instructor, the student or groups of students may pursue a special project or area of study.

CENTRAL ARIZONA COLLEGE (Central Arizona College, 1975-76, p. 80)

Personal Development I, II, IR - 2 units. This course is designed to help students adjust not only to college but to life in general. The student will be expected to participate in group discussions to expand personality growth.

Human Potential I, 2 units. Basic human potential seminar is a positive growth experience structured to assist persons in achieving

specific objectives. These objectives are designed to help the individual become more self-determining, self-motivating, self-affirming, and empathetic toward other persons.

Human Potential II - 2 units. Advanced Human Potential seminar focusing on identifying and resolving personal conflicts and clearifying and firming up a meaningful life style.

ARIZONA COLLEGE OF TECHNOLOGY (Arizona College of Technology, 1967-77, p. 88)

Personal Development - 1 unit. This course is designed to help the student adjust not only to college life but to life in general. The student will be expected to participate in group discussions to expand personal growth.

Self-Actualization and the Human Potential Process - 2 units. This course will focus on building a positive concept, improving learning techniques of goal setting in order to increase academic achievement and to help in longrange lifestyle planning. Emphasis will be placed on interpersonal relationships.

ARIZONA WESTERN (Jim Mitchell, Personal Interview, Oct. 1, 1976)

Interpersonal Growth - 1 unit. Vocational Exploration - 1 unit.

Study Skills - 1 unit. Decision Making - 1 unit.

PIMA COMMUNITY COLLEGE (Ed Duperette, Personal Interview, Oct. 1, 1976)

College Survival Skills - 1 unit.

Self-Assessment - 1 unit.

Human Relations and Problem Solving - 1 unit.

New Horizons for Women - 1 unit.

SCOPE OF THE HUMAN DEVELOPMENT CURRICULUM NATIONALLY

Perhaps the best way to give an indication of the national scope of the Human Development Curriculum is to quote the findings of a survey taken in 1972 by Creamer, Pennington, Morgan, and Weston. A brief summary of the findings follow:

1. The largest percentage of colleges offer one or two courses in HD, rarely more than that.

2. Number of sections of HD offered range from one to 50, with one college indicating up to 150 sections.

3. the largest number of colleges limit their HD classes to 8-12 students.

4. The largest concentration of colleges have been offering HD for two semesters, and 92% have offered HD every semester since they started. One college indicated they had offered HD for 25 years.

5. HD has been offered since 1942 in one college but has gained greatest momentum only since 1968, rapidly growing since 1970.

6. HD faculty are commonly selected from student services staffs, counseling staffs, or psychology faculty. Some are screened volunteers or are selected by committees appointed by the president. Criteria include education and experience.

7. Aims of HD instruction include: To develop good relations with workers, supervisors, etc; interpersonal relationships; examination of values, attitudes, interests and beliefs; how to relate, actualize potential; library utilization; personal, academic, and vocational concerns; encounter groups; to improve reading, writing and vocabulary skills; career planning.

8. Largest concentration of colleges enrolled from 1-25% of total student population, technical/occupational students, and college-parellel students in HD courses.

9. Most colleges reporting offer credit toward the AA Degree credit, transfer credit, elective credit and credit toward a technical/occupational degree for HD courses. Only seven colleges gave no credit at all.

10. All respondents said their HD program helped improve the self-concept of students.

11. 93% said their HD program helped establish a more healthy learning climate at their college.

12. 53% said their HD program has been utilized for professional staff development.

13. 47% said their HD program facilitated student input into curriculum development and design.

14, 80% said their HD program increased employability of some students.

15. 78% said their HD courses can be transferred for credit to other colleges.

16. 70% said their HD program helped reduce "traditional" approaches to learning at their colleges.

17. 77% said evidence leads them to believe that HD courses helped curtail student drop-out.

18. 90% said their HD programs helped link student personnel to the instructional program.

19. 38% said their HD curriculum helped in the process of integrating all educational programs at their colleges.

20. Only 22% said a weakness of their HD curriculum is that not enough credit is given for HD courses.

21. Only 17% said the boundaries of their HD program were limited because it is administered under the wrong division.

22. 79% said HD curriculum has helped legitimize student personnel services as a "teaching" function on their campus.

23. 60% said their HD program helped open the door to other non-traditional instruction at their college.

24. 44% said quality control of HD instruction is difficult to maintain.

25. 42% said a difficulty with their HD program is obtaining instructors with expertise in this area.

26. 48% said their campus lacks expertise in HD curriculum development.

27. 36% said their HD program is hampered by inadequate physical facilities.

28. 33% said scheduling HD courses is high.

29. 69% said student interest in HD courses is high.

30. 45% said they don't offer enough sections of HD to meet student demand for the courses.

31. 70% said their faculty recognizes the HD curriculum as a legitimate and worthwhile program.

32. 43% said financing their HD program is a problem.

33. 48% said their HD program is not as large as necessary due to financing proglems caused by student-teacher ratio.

34. 93% said that, on the whole, their administration supports and recognizes the value of HD offerings.

35. 92% said a desirable student-teacher ratio is maintained in their HD classes.

36. 41% said they had received community feedback on their HD program.

37. 21% said employers in their community requested that technical/ occupational students enroll in HD courses.

OTHER ISSUES OF IMPORTANCE

At the present time all of the Human Development courses transfer as general electives to all of the colleges and universities in the state of Arizona.

It is of concern to many counselors and student personel workers that these courses be accepted by the local Deans of Instruction since the Human Development Curriculum is for the most part administered by the Dean of Students. I found in interviewing Deans of Instruction no consistant response regarding the Human Development Curriculum. How well the Deans accepted the Human Development Curriculum seemed to be based on the Deans' security in his position and the degree to which they are student oriented. Several Deans had not seemed to give the Human Development Curriculum much consideration since in their schools very few students enroll for the courses. Another typical response was, "well, if they, the counselors, really want it that much, I guess it is okay, as long as there is no problem with it."

In Maricopa County where there are rather large numbers of students enrolled in HDC courses, the Deans of Instruction seemed to be experiencing an approach-avoidance conflict. They like the courses because they bring in FTSE monies which help the instructional programs in other areas. On the other hand they view the program as encroaching a bit too much on their domain.

ISSUES FOR WHICH I FOUND NO ANSWERS

1. Who should be involved in teaching Human Development; counselors psychology instructors, sociology instructors, communications instructors, etc.
2. Should the number of counselors on a faculty reflect the demand for Human Development courses? Should the monies derived from such courses fund new counselor positions? Should college administrators assume that the counselors are simply doing a better job quantitatively?
3. Currently the Human Development Curriculum is administered by the Dean of Student Services. Should it remain there or should it be administered by the Dean of Instruction?
4. How much time should a counselor devote to teaching as apposed to individual consultation?

CONCLUSIONS

The rapid growth of the Human Development Curriculum seems to reflect a great deal of student interest in human development courses. From a philosophical prospective it appears that the Human Development Curriculum is fulfilling students' needs as well as allowing the community college to come a bit closer to achieving their institutional goals.

Issues of importance which need to be given attention are as follows: (1) How the courses are funded (2) The amount and kind of or credit given (3) Who administers the program, and by which division, and by which Dean (4) Perceived prolifferation of courses (5) Future direction for growth (6) Evanuation of HD courses.

BIBLIOGRAPHY

Ammermon, Carol. Personal Communication. Yavapai College (Arizona) October 8, 1976.

Arizona College of Technology (Arizona). General Catalog. 1976-77.

Berg, Ernest H. "Curriculum Development and Instruction: A Proposal For Reorganization," Student Development Programs in the Community Junior College. Englewood Cliffs, N.J.: Prentice-Hall, Inc. p.142.

Blocker, Clyde E., Robert H. Plummer, and Richardson, The Two-year College: A Social Synthesis. Englewood Cliffs, N.J.: Prentice-Hall, Inc. pp. 244-247.

Cass, Emil. Personal Communication. Phoenix College (Arizona). October 7, 1976.

Central Arizona College (Arizona). General Catalog. 1974-75.

Cochise College (Arizona). Catalog. 1975-76.

Creamer, Pennington, Morgan, Wesson. Human Development Instruction for Career Students in the Exploratory Study. Texas Education Agency, 1972, p. 120.

Cross, Pat. Beyond the Open Door. San Francisco: Jossey-Bass Inc. 1971.

Desjardens, Carolyn. Personal Communication. Mesa Community College(Arizona). October 7, 1976.

Dickenson, W.A., and C. B. Truax. "Group Counseling With College Underachievers," Personnel and Guidance Journal, 1966, 45, 243-247.

Duppret, Ed. "Curriculum Development," Unpublished Paper".

Eastern Arizona College (Arizona). Catalog 1975-76.

Fordyce, Joseph W., Eugene L. Shepard, and Charles C. Collins, Junior College Students Personnel Programs: Appraisal and Development: A Report to the Carnegie Corporation, Max R. Raines, Project Coordinator. November, 1965.

Fordyce, Joseph. "The Implication of Student Personnel SErvice for Effective Instruction," AAJC Conference Florissant Valley College, St. Louis, September, 1970.

Glanz, E., R. Hayes, and J. Penney. The Freshman Psychology Course as the Basis for a Student Personnel Program, Personnel and Guidance Journal, 1959, 38. pp. 290-295.

Gleazer, E. "Occupational Education in the Two-Year College," Address to the Midwest Technical Education Center, May, 1966.

Hardee, Melvene D. Counseling and Guidance in General Education. New York: World Book Company, 1955, p. 125.

Hoyt, Donald P. "Research Needs in Junior College Student Personnel Programs: Appraisal and Development: A Report to the Carnegie Corporation." 1965.

Johnson, B.W. "Human Relations in the Concept of Education," School and Community, February, 1968.

Kaye, Robert A. " A Required Counseling-Study Skills Program for Failing College Freshmen," The Journal of College Student Personnel. March, 1972, vol. 13, No. 2, p. 161.

Maricopa County Community College District (Arizona) Course Offering Computerized Printout. 1976-77.

McHolland, James and Ray Trueblood. Human Potential Seminars: Participants Workbook. No other data available.

Medsker, Leland. The Junior College Progress and Prospect. New York: McGraw Hill Book Company, 1960.

Mesa Community College (Arizona). General Catalog. 1975-76.

Mitchell, Jim. Personal Communication. Arizona Western College (Arizona). October 7, 1976.

Mohave Community College (Arizona). General Catalog. 1974-75.

Noble, Virginia. Personal Communitcation. Phoenix College (Arizona) October 8, 1976.

Oppenheimer, Ernest. Memorandum to Deans Gonzalez and Navarette. Division Counselors Don Graham, Steve Schneider, and Ed Duperret. February 16, 1976.

Owens, Ross. Personal Communication. Mesa Community College (Arizona), October 7, 1976.

O'Banion, Terry. "Junior College Student Personnel Programs in Colorado," Paper prepared for State Board for Community Colleges and Occupational Education, 1969.

Pima College Advanced Institutional Development Program, Title III Higher Education Act Strengthening Developing Institutions," December, 1975.

Privette, Gayle and Charles H. Merril. " A Humanistic and Experimental Approach to Personal Development." Personnel Guidance Journal, 1966, 45. pp. 267-271.

Raines, Max R. Report To The Carnegie Corporation: An Appraisal and Development of Junior College Student Personnel Programs. 1965.

Raines, Max R. "Significance of Selected Variables in Differentiating Strong and Weak Programs," Junior College Student Personnel Programs: Appraisal and Development: A Report to the Carnegie Corporation. 1965.

Roberson, Glenn, " The Counselor and the Curriculum," Junior College Journal, 39, No. 6, March 1969.

Shaffer, R. H. and W. D. Martinson, Student Personnel Services in Higher Education, New York Center for Applied Research in Education, 1966.

Sheldon, Stephen "Occupational Education--A Touch of Reality," Occupations and Educations in the 70's Promises and Challenges, Washington, D.C. AAJC, 1969.

Wilkerson, Rachel. " Student Services and Human Development Dilemma," AAJC Annual Convention Paper, Honolulu, Hawaii, March, 1970.

White, John. "The Human Potential Laboratory in the Community College." College Student Personnel. March 1974, Vol. 15, No. 2, p. 97.

Young, Bill. Personal Communication. Mesa Community College.(Arizona). October 7, 1976.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 4 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES